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ABSTRACT

This document delineates the performance indicators for the teacher standards for preparation and certification in the area of interdisciplinary early childhood education (IECE) for the commonwealth of Kentucky. Eight teacher standards are delineated: (1) designs/organizes instruction; (2) creates/maintains learning climates; (3) implements/manages instruction; (4) assesses and communicates learning results; (5) reflects/evaluates teaching/learning; (6) collaborates with colleagues/parents/others; (7) engages in professional development; and (8) supports families. The document concludes with a list of the members of the 1995-96 Kentucky Educational Professional Standards Board, a list of the participating committees and members on the development of these standards, and a statement of the goal of the State Council on New Teacher Standards for Preparation and Certification. (KB)

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New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education Birth to Primary

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Adopted January 1995 by
The Kentucky Education Professional Standards Board

Upon the Recommendation of
The Kentucky Council on New Teacher Standards for Preparation and Certification

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New Teacher Standards
for Preparation and Certification:
Interdisciplinary Early Childhood Education
Birth - Primary

New IECE Teacher Standard I — Designs/Organizes Instruction

Standard Statement I: The early childhood educator shall design and organize learning environments, experiences, and instruction that address the developmental needs of infants and toddlers, preschool children and kindergarten children and goals established by KRS 158.6451. The early childhood educator shall develop plans for: a) implementation in a classroom setting; b) implementation in a home or other settings; c) implementation by teaching assistants and other staff in a variety of settings; and d) training teaching assistants, other staff and parents. These plans include Individual Family Service Plans (IFSPs), Individual Education Programs, (IEPs), and transition plans for children across disabilities developed in partnership with family members. 704 KAR 20:084 Section 9(1)

PERFORMANCE INDICATORS: The extent to which the early childhood teacher:

a. designs developmentally and individually appropriate activity-based learning experiences
b. makes provisions for special needs
c. plans for healthy and safe environments and activities
d. bases curriculum and instruction on developmental needs and Kentucky's learning goals
e. facilitates positive guidance and self regulation of the child
f. links learning experiences and strategies from multiple disciplines and other service plans
g. incorporates knowledge and strategies from multiple disciplines and other service plans
h. incorporates family resources, priorities and concerns
i. relates current learning experiences and strategies to transition plans
j. uses technology to enhance learning and participation
k. selects and uses developmentally and individually appropriate strategies and resources
l. provides a stimulus rich indoor and outdoor environment
m. identifies resources to accomplish management task
n. demonstrates knowledge of child development theory/research

New IECE Teacher Standard II — Creates/Maintains Learning Climates

Standard Statement II: The early childhood educator shall create appropriate learning environments for infants, toddlers, preschool children, and kindergarten children that are supportive of the developmental needs of the age group and goals established by KRS 158.6451. The early childhood educator shall provide developmental and learning acitvities in classroom settings and home settings, and in other settings, such as other preschools, child care programs and hospitals. Within these settings, the learning context may include individual child activities, parent-child activities, small groups,and large groups. The early childhood educator creates appropriate learning environments for children with diverse abilities including children with and without disabilities. 704 KAR 20:084 Section 9(2).

PERFORMANCE INDICATORS: The extent to which the early childhood teacher:

a. facilitates children's active involvement in a variety of structured and unstructured learning activities
b. facilitates the acquisition and integration of skills and concepts
c. provides guidance, learning cues, and positive feedback on progress
d. provides a stimulus rich indoor and outdoor environment
e. uses technology, materials and media to enhance learning and self control of the environment
f. manages antecedent and consequent conditions to foster self management behaviors
g. uses cooperative learning to encourage interpersonal skills
h. adapts environment to address special needs
i. facilitates positive interaction between children and adults
j. uses physical social and temporal environment to engage children and maximize learning
k. recognizes diversity as a strength in children and families
l. operates within legal and ethical guidelines
m. demonstrates knowledge of recommended practices and research in physical/social learning environments

NEW IECE Teacher Standard III Implements/Manages Instruction

Standard Statement III: The early childhood educator shall introduce, implement, facilitate and manage development and learning for infants, toddlers, preschool children, and kindergarten children to promote growth toward developmental needs of the age group and goals established by KRS 158.6451. The early childhood educator shall implement instruction in classroom and home settings, through itinerant services, and in other settings such as day care, other preschools, and hospitals. The early childhood educator shall implement instruction for young children with diverse abilities including children with and without disabilities. 704 KAR 20:084 Section 9(3).

PERFORMANCE INDICATORS: The extent to which the early childhood teacher:

a. facilitates children's active involvement in a variety of structured and unstructured learning activities
b. incorporates knowledge and strategies from multiple disciplines and service plans
c. facilitates the acquisition and integration of skills and concepts
d. implements child oriented strategies to meet individual needs
e. incorporates family-centered activities
f. links learning in a culturally sensitive manner to the child's experiences/knowledge
g. provides guidance, learning cues, and positive feedback on progress
h. uses pedagogically sound and legally defensible instructional practices
i. uses adaptations, positioning and handling strategies to involve children in multi-ability groups
j. uses technology, materials and media to enhance learning and self control of the environment
k. manages antecedent and consequent conditions to foster self management behaviors
l. facilitates positive interactions between children and adults
m. uses physical, social and temporal environment to engage children and maximize learning
n. identifies options and resources for transition to next class/program
o. identifies the goal of the management task
p. uses problem-solving and participatory group processes to address management problems
q. establishes appropriate timelines for completion of management tasks
r. demonstrates knowledge of recommended practices and research in instructional strategies and management

New IECE Teacher Standard IV Assesses & Communicates Learning Results

Standard Statement IV: The early childhood educator shall assess children's cognitive, emotional, social, communicative, adaptive and physical development; organize assessment information; and communicate the results appropriate to the purpose of the assessment. Assessment purposes shall include a)determining learning results; b) developmental screening; c)program planning; d) eligibility for disability services; e) program evaluation; f) program on IFSP's and IEP's, and g) needs for transition to the next educational setting or program. 704 KAR 20:084 Section 9(4).

PERFORMANCE INDICATORS: The extent to which the early childhood teacher:

a. uses multiple modes and methods of assessment with adaptions for children with special needs
b. uses assessment tools and procedures according to established standards
c. actively involves families in the assessment process
d. collects data systematically and records progress
e. organizes assessment data and communicates results to families and other team members in every day language
f. identifies options and resources for transition to next class/program
g. evaluates child development and learning in a culturally sensitive manner
h. applies state and national guidelines and mandates in child evaluation
i. demonstrates knowledge of recommended practices and research in the assessment process

New IECE Teacher Standard V Reflects/Evaluates Teaching/Learning

Standard Statement V: The early childhood educator shall reflect on and evaluate teaching and learning situations, learning environments, and learning programs for infants, toddlers, preschool children, kindergarten children, and their families. This shall include learning situations and programs that are provided in relation to an IFSP or an IEP and by the early childhod educator, a teaching assistant or other staff member, the family, or other caregiver. 704 KAR 20:084 Section 9(5).

PERFORMANCE INDICATORS: The extent to which the early childhood teacher:

a. articulates and assesses the learning situation with respect to key elements
b. applies professional guidelines and mandates in program evaluation
c. evaluates the impact of the program on child learning and development
d. identifies professional development needs of assistants, staff and volunteers
e. critically reviews and applies research and recommended practices in the program
f. involves families, other team members, community patron and advisory boards in evaluation of programs
g. proposes changes to improve learning and development
h. demonstrates knowledge of recommended practices and research in program evaluation

New IECE Teacher Standard VI Collaborates with Colleagues/Parents/Others

Standard Statement VI: The early childhood educator shall collaborate and consult with the following to design, implement, and support learning programs for children: staff in a team effort; volunteers; families and primary caregivers; other educational, child care, health and social services providers in an interagency and interdisciplinary team; and, local, state and federal agencies. 704 KAR 20:084 9(6).

PERFORMANCE INDICATORS: The extent to which the early childhood teacher:

a. uses effective team membership and interpersonal skills to support collaboration
b. involves parents as partners on the team
c. involves appropriate persons and agencies to address the situation, problem, or task
d. follows through on input from other members of the team
e. openly encourages contributions from a variety of sources/backgrounds
f. collaborates with families and personnel to support transition of children
g. makes appropriate referrals and provides functional and appropriate assessments as an interdisciplinary team member
h. writes IEPs/IFSPs/transition plans with the team
i. articulates children's goals to assistants, staff and volunteers
j. uses adult learning principles in training and supervision of assistants, staff and volunteers
k. assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner
l. identifies professional development needs of assistants, staff and volunteers
m. evaluates and provides feedback on performance
n. demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation

New IECE Teacher Standard VII Engages in Professional Development

Standard Statement VII: The early childhood educator shall engage in self-evaluation of teaching and management skills and participate in professional development to improve performance. This shall include the following performance areas: a) designing and planning developmental and learning activities; b) creating learning environments; c) implementing and managing acitvities; d) assessing children's learning development; e) evaluating learning situations and environmental programs; and f) collaborating with colleagues, parents, and others. 704 KAR 20:084 9(7).

PERFORMANCE INDICATORS: The extent to which the early childhood teacher

a. assesses own performance and identifies areas for growth
b. articulates a professional development plan
c. shows documented evidence of growth and performance
d. demonstrates professional growth through participation in professional organizations
e. critically reviews and applies research and recommended practices in the program
f. expands personal knowledge of child development, interdisciplinary practices and family centered services

New IECE Teacher Standard VIII Supports Families

Standard Statement VIII: The early childhood educator shall support and promote the self-sufficiency of families as they care for and provide safe, healthy, stimulating, and nurturing environments for young children. 704 KAR 20:084 Section 9(8).

PERFORMANCE INDICATORS: The extent to which the early childhood teacher:

a. assists family in articulating priorities, concerns and resources
b. demonstrates sensitivity to family differences
c. implements family-centered services which support child development
d. informs families of legal rights and program procedures
e. implements a continuum of family-oriented services
f. applies adult learning principles to parent education activities
g. uses varied two-way communication strategies
h. demonstrates knowledge of recommended practice and research in family systems theory and family centered services

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THE CHARGE TO THE STATE COUNCIL ON NEW TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION

The established goal of the council on New Teacher Standards for Preparation and Certification is to assist the Education Professional Standards Board in the development of a results-oriented, primarily performance-based teacher preparation and licensing, and institutional accreditation system by 1996. The components of the new system include the following:

A. New Teacher Standards - what every new teacher should know and be able to do
B. A system of new teacher assessments
C. An accreditation/approval system for teacher preparation institutions

During the 1992-93 school year, the Council was charged with the following:

A. Develop and recommend to the Education Professional Standards Board New Teacher Standards for teacher certification, Kentucky colleges are to use the standards adopted by the Board in the development of the teacher preparation programs and the accompanying assessment program to measure these standards for each individual teacher candidate.

B. Consider initial implementation issues.

PARTICIPATING COMMITTEES AND MEMBERS ON THE DEVELOPMENT OF NEW TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION IN IECE, B-P

Early Childhood Interagency Study Group, March, 1990; Early Childhood Certification Task Force, April, 1991; Early Childhood Reviewers, April. 1993.

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